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ABSTRACT

The Cherokee Nation of Oklahoma was awarded a grant to provide education services to Cherokee adults in small, relatively isolated communities of northeastern Oklahoma. The program was designed to test strategies to reach and teach that population effectively. The staff of instructors were highly skilled, made the classroom less threatening to students, and provided personalized instruction. Students uniformly graded their teachers highly and were satisfied with the instructional materials as a whole. The Cherokee Nation had developed a Master Skills Checklist and curriculum that breaks down instructional materials into discrete skills for each subject matter. The curriculum presented a sequenced approach to learning that was easily used by the students and fit well with the individualized, self-paced educational model. A community organizing booklet titled "Community Organizing Strategies for Recruitment and Retention," which was developed by the project, provided a useful tool. Instructional materials presented in the book, "The Write Way," represented an excellent step in providing grammar instruction to the Native student. Seventy-one percent of teachers and administrators rated the book excellent. Evaluator recommendations included development of computer software for "The Write Way," staff workshops, and distribution of the materials developed. (YLB)

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ED 373 193

# FINAL
# EXTERNAL EVALUATION

## CHEROKEE NATION OF OKLAHOMA
## INDIAN ADULT EDUCATION PROGRAM

## NATIONAL INSTITUTE FOR LITERACY
## CFDA #84.257
## GRANT #X257A20461

**October 1, 1992 - September 30, 1993**

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**Performed by:**

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## INTRODUCTION

The Cherokee Nation of Oklahoma was awarded a grant of $105,000 from the National Institute for Literacy to provide education services to Indian adults in selected communities of northeastern Oklahoma. The target population is Cherokee Indian adults who live in small, relatively isolated communities and the program is designed to test strategies to effectively reach and teach that population.

The Cherokee Nation of Oklahoma has historically placed a high priority upon the education of its members and the current policy of tribal self-determination requires an educated population if it is to succeed. Accordingly, for several years the Cherokee Nation has provided basic adult education services to its citizens with funding from Indian Education Act Title IV (now Title V) grants and some modest assistance from the Bureau of Indian Affairs. Due to the quirks of the federal system, the Cherokee Nation's Title V Program (Office of Indian Education) was not funded in July 1992. However, the Nation was recently awarded a three year award based on its new application. The National Institute for Literacy award occurred during the Adult Education Program's lapse in Title V funding. Funding uncertainty is a reality in "Indian Country" and its effects can sometimes harm program continuity. There was some staff and student

uneasiness when Title V funding was not received for 1992-1993 which resulted in the loss of one veteran teacher and cessation of classes in several communities.

Tribal registration records indicate in excess of 100,000 enrolled Cherokee Nation tribal members (both resident and non-resident). 1990 Census data shows almost 140,000 Cherokees with approximately 80,000 living within the Cherokee Nation itself. Because its resident population is primarily rural and spread over a 14 county area of northeastern Oklahoma, past needs assessments as well as input from the Tribe's Education Advisory Council have preferred not to have central consolidated adult education classes. In response, the Tribe has decentralized its instructional component and operates class sites at locations which are accessible to its members. Sites are changed as enrollment, need patterns, and funding levels change. The staff has been quite successful in obtaining adequate facilities in remote locations at little or no cost to the program. Site selections are made to encourage participation and are adjusted as conditions warrant. In addition, the Tribe has attempted to remove other obstacles to participation. Child care, transportation, eyeglasses, etc. are provided as needed to allow classroom attendance. G.E.D. testing fees are paid by the program to encourage G.E.D. test completion. Eight classes (six different towns) were conducted under the National Institute for Literacy

grant. This represents a substantial reduction from 12 different sites in 1991-1992, 17 different sites in 1990-1991, and 14 class locations in 1989-1990.

Adult education programs operated by the State of Oklahoma are geared to the needs of non-Indian clients and primarily focus upon passing the G.E.D. tests. Classroom instruction does not include attention to Cherokee Nation history, culture, or language. The State's lack of individualized personal instruction and the failure to provide a comfortable cultural setting for the Cherokee student makes it virtually impossible for the State to effectively serve the Cherokee basic education student. To the Cherokee, the State operated ABE programs are non-Indian institutions which have little appeal to the Indian client. The Cherokee Nation's program, by contrast, is based on the model of individualized, self-paced instruction which adjusts its technique to fit the needs of the student. It has defined its mission as improvement of its students' educational and survival skills and does not interpret program success solely in terms of successful GED test completions.

The Cherokee Nation Indian Education Program actively encourages education attainment by drawing upon the history, language and cultural strengths of the Cherokee Nation. Past problems become motivating factors for future success and the resultant program has proven to be a powerful

incentive to student attainment.

## STAFF QUALIFICATIONS

The Cherokee Nation Indian Adult Education Program is founded on the premise that Indian adults can make educational gains if programs are provided at or near key areas of settlement, in a culturally appealing environment, and with Indian staff. Underlying philosophy of the program calls for a staff of Indian instructors who can make the classroom less threatening to the Indian student and who can provide personalized instruction to each student based on that student's individual progress. The model calls for ongoing staff development efforts to increase staff capabilities.

The Cherokee Nation is fortunate that staff for its 1992-1993 Literacy project are not only Indian and highly skilled, but that they also have excellent academic and educational credentials. Reva Reyes, Project Director, holds a BA in Education with a Master's Degree in Adult Education. She has almost two decades experience in the Indian Adult Education arena. Victor Vance, Program Manager, has a bachelor's and master's degree in education and has served as a teacher and project administrator in Title V programs previously operated by the Tribe. He co-authored the <u>See, Say, Write Cherokee Syllabary</u> which has

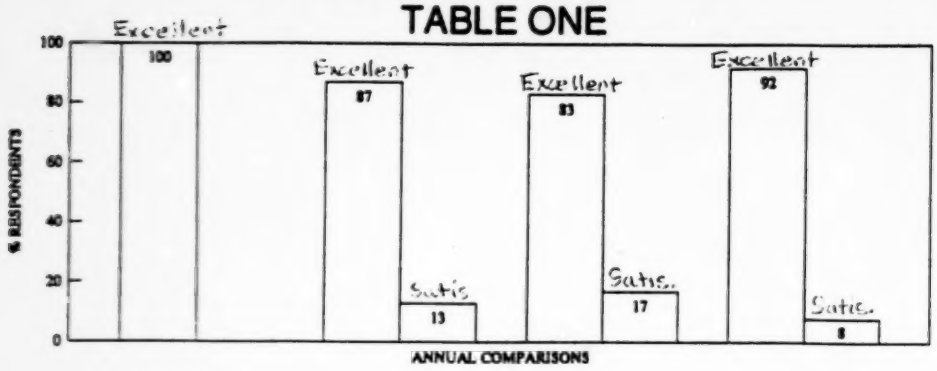
become the primary book for teaching the Cherokee language. Landra Alberty is a certified teacher with a Bachelor of Science Degree and has worked as an instructor in the Cherokee Nation Adult Education program since 1987. Beverly Sizemore has a Bachelor of Science Degree (Education) and has worked with the Adult Education program since 1988. The Evaluator is impressed with the staff quality the Cherokee Nation has assembled.

The Evaluator observed each Teacher in two different classroom settings. Beverly has an outgoing personality and strives to provide a pleasant environment with ongoing interaction with students. She frequently initiates contact with students to determine how well they are progressing. Landra is more reserved in demeanor, but also works on a personal basis with her students. Each approach is adequate for instructional purposes. Both instructors emphasized one-on-one contact and, other than some announcements of general interest, there was no instruction to the entire classroom.

During his second site visit in 1993, the Evaluator conducted detailed oral interviews with a total of fourteen (14) students. Students uniformly graded their teacher highly and of 13 responses, all ranked their teacher "Excellent". Clearly, the students felt their instructors to be top-notch. Comparison with similar interviews from 1990, 1991, and 1992 are as follows:

TEACHER SATISFACTION

**TABLE ONE**




| 1993 | 1992 | 1991 | 1990 |
|---|---|---|---|
| N = 13 | N = 15 | N = 18 | N = 12 |

**Student comments regarding the teachers included:**

1) "Comfortable talking" with the teacher.
2) Teacher "is approachable. She knows the subject. Very interested in student."
3) "Interested in student. Comfortable enough."
4) Teacher will "Try to help you when you don't really understand. Feel comfortable asking for help."
5) "Feel comfortable talking with her. Doesn't talk over her head."
6) "Comfortable working with" teacher
7) "Even tried to help on phone. Can call her on phone at any time. Knows subject matter."
8) "Comfortable with her. Takes time even if she is busy. Helps take care of them like on trips. No complaints."
9) "She helps us with anything. She will do whatever we ask. There when we need it."
10) "Feel comfortable talking with her. I miss some but come pretty regularly."
11) Teacher "helps but doesn't do work for her."
12) "She's good. Works with you and helps you understand it better."
13) "Teacher I had before never checked on work as we go along. Landra does. Lot of patience."

The Evaluator concludes that the students have a high degree of satisfaction with their instructors. It is particularly noteworthy that most students mentioned "comfort with the teacher" in their responses, thereby supporting the Adult Education Program's emphasis upon

classroom atmosphere as an important contributor to learning. The foregoing results indicate that the teachers are adequately meeting the needs of their students in the classroom.

## ADEQUACY OF MATERIALS

Education materials consist of:

1) Materials selected from publishers written on various difficulty levels and contain adult experiences.

2) Curriculum areas covered include:
   - A. Spelling (Grades 2-8 and G.E.D.)
   - B. English Language (Grades 2-8 and G.E.D.)
   - C. Mathematics (Grades 2-8 and G.E.D.)
   - D. Reading (Grades 2-8 and G.E.D.)
   - E. G.E.D. including science and writing skills
   - F. Diagnostic Test Materials

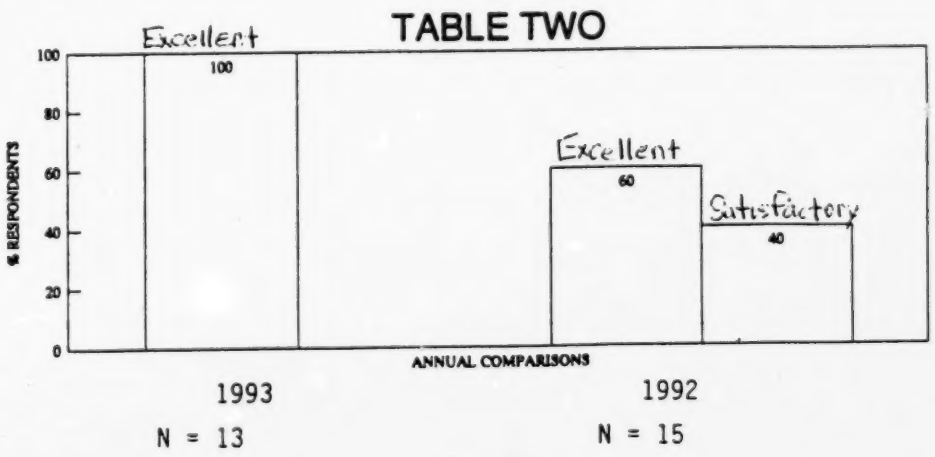
3) Specialty materials:
   - A. See ,Say, Write Method of teaching the Cherokee Language
   - B. Voting Rights and Responsibilities
   - C. Health Information, including AIDS Awareness
   - D. Cherokee History
   - E. Cherokee crafts, including basketry materials
   - F. Apple computer programs, software, and optional individualized instruction
   - G. Assorted library materials and reference materials

4) New materials:
   - A. Master Skills Checklist and Diagnostics
   - B. The Write Way
   - C. Community Organizing Strategies for Recruitment and Retention (Staff use)

Throughout the year, the Program continued to refine the curriculum materials which it was preparing under the

National Institute for literacy grant. However, in the opinion of the Evaluator, assessment of student satisfaction of materials should not focus only on the new curriculum matter since changes were ongoing throughout the year. Accordingly, questions regarding adequacy of materials included all instructional items--not just those developed in 1993. Responses were quite favorable with 13 respondents giving an Excellent ranking. The Evaluator notes, however, that students wanted some additional improvements as indicated by one student's need for a dictionary with "bigger, larger print", six students' wish for typing instruction, and two students' desire to learn computer use. The Evaluator concludes that students are satisfied with instructional materials as a whole. The satisfaction increase from the previous year may be at least partially attributable to the new materials developed in 1993 as well as a decreased reliance upon TABE testing (especially the long form) for diagnostic purposes.

Comparison of satisfaction with materials for 1992 is as follows:



## ADEQUACY OF FACILITIES

The Indian Adult Education Program administrative offices are located in Tahlequah, Oklahoma in the same facility which currently houses the Tribal Library. The two story building has been completely remodeled in recent years and makes an attractive use of what was once the Cherokee Nation Prison facility. Accounting and certain other education program offices are located outside Tahlequah at the modern Cherokee Nation Tribal Complex.

The Evaluator personally visited four (4) class sites in Westville, Belfonte, Marble City, and Sallisaw to observe classroom instruction techniques and to assess the adequacy of facilities. No class was observed at Sallisaw because the Adult Education Program was moving its classroom at that time into facilities the Tribe had formerly used for one of its clinics. Westville, Belfonte, and Marble City are all small, rural towns and have no readily available adult education alternatives.

A summary of facilities shows:

WESTVILLE - Bushy Head Heights Housing Authority

1. Tables and Chairs (wooden, padded on rollers)
2. Fluorescent lighting
3. Central heat and air
4. Portable chalkboard brought by instructor
5. Storage area for materials
6. Babysitting area available

7. Maximum class size of 25
8. Easy access in housing addition
9. No telephone access in building, but readily available nearby
10. Inside restrooms

BELFONTE - Community Center

1. Adequate tables and chairs
2. Small kitchen on site
3. Inside restrooms
4. Propane heat
5. Fluorescent and bulb lighting
6. Room large enough for babysitting area
7. Very rural area
8. Chalkboard
9. Limited storage
10. Maximum class size up to 40

MARBLE CITY City offices

1. Adjacent to Police Station
2. Open room
3. Adequate tables and chairs
4. Inside restroom
5. Fluorescent lighting
6. Very rural area, but blacktop road
7. Instructor transports supplies

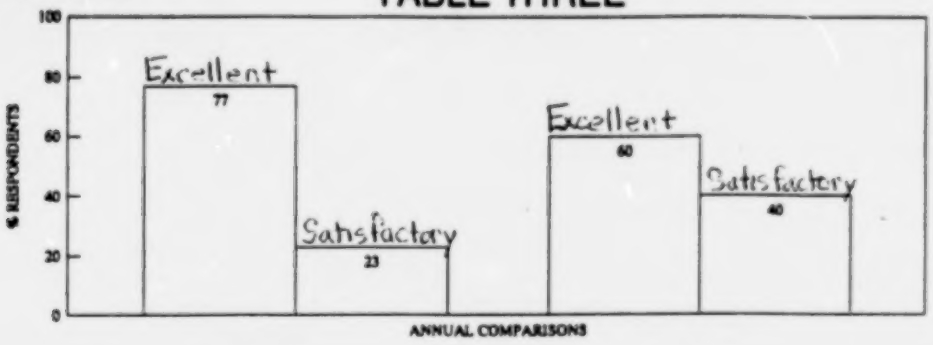
SALLISAW - Former Tribal Clinic Office

No formal assessment was made since remodeling was taking place.

Evaluator observations indicate that facilities are large enough and have sufficient heat/lighting to meet student needs. Tables, chairs, and desks are also adequate. One student preferred to sit at an individual desk (instead of sitting at a table with others) and another noted the Program "put a lot of work into it". The Evaluator concludes that facilities are adequate and notes that most rural communities have few alternative classroom sites.

Comparison of satisfaction with facilities for 1992 is as follows:

TABLE THREE




1993 N = 13

1992 N = 15

The Evaluator notes the apparent improved satisfaction with facilities in 1993 when compared with 1992. However, the 1992 survey included some different class sites and the Evaluator concludes only that facilities in 1993 are adequate for classroom purposes.

## PROGRAM PERFORMANCE

### Student Profiles

A breakdown of the student rosters shows that the average student was primarily female, 29.02 years of age, approximately 61/128 degree of Indian blood, had last grade completed of 10.01, and received an average 20.76 hours of instruction. Comparison with previous evaluation (primarily female, 30 years of age, less than a 10th grade education, and was almost 5.8 Indian) shows that the average student in 1993 was slightly younger marginally better educated, and had a somewhat lower degree of Indian blood. File review

and discussions with teachers suggested that their basic living skills were improved over previous students. It is unclear whether the apparent improvement is a quirk of the students who happened to enroll in the NIL project or whether it is an increase attributable (at least partially) to prior efforts of the Adult Education Program and improved school participation. In any event, the change is not so striking as to make a meaningful difference in the short run, but over a period of years could foretell improved literacy with the Cherokee Nation of Oklahoma.

Program Objectives

Four primary objectives were identified in the project's Proposal Abstract and results achieved are as follow:

> **Objective 1: DEVISES AND FIELD TESTS A NEW SYSTEM FOR ASSESSING STUDENT PROGRESS AND PROGRAM EFFECTIVENESS THAT IS HIGHLY MOTIVATIONAL TO STUDENTS; CAN BE EASILY USED BY VOLUNTEERS AND PARAPROFESSIONAL STAFF; AND, IS TIME EFFICIENT IN ADMINISTRATION AND UP KEEP.**

Rather than rely upon the usual adult literacy student assessment measures which have severe limitations when applied to Indian adult populations, the Cherokee Nation has developed a Master Skills Checklist and curriculum which breaks down instructional materials into discrete skills for each subject matter. Each subject is divided into major categories and each category then has further divisions

which allow a sequenced progression of instructional complexity. For example, mathematics is divided into several subject categories such as addition/subtraction, multiplication/division, fractions, decimals/percent, and algebra/geometry. Each category then has specific exercises designed to teach specific skills (for example, multiplication/division has categories which must be learned and each skill is checked off as it is mastered by the student). Under this approach, the student receives positive reinforcement throughout the project rather than only intermittent assessment of his/her progress. The Evaluator does recommend (see Recommendations) that the Program develop a procedure ensuring periodic reviews with the student to help the student appreciate the progress made. These sessions will reinforce the student's own perception of progress.

The Cherokee Nation Adult Education Project completed and published the Master Skills Checklist and Diagnostic book with Curriculum and Checklists for Spelling, English Language, Mathematics, Reading, Computer Literacy, Critical Thinking, and Voter's Education which are being utilized currently in the classrooms for both instructional and field testing purposes. These curriculum areas are subject only to minor refinements in future editions which might result from the current field test.

Discussions with students and staff show a general

satisfaction with the Master Skills Checklist and Diagnostic book. There is agreement that the individual skills segments break the subject matter down into much more manageable units for the student. The teachers like the sequenced progression and they note that it provides the student an objective measure of progress made.

Staff have had some initial difficulty accepting the lack of quantifiable entry level diagnostic for the students and have utilized the TABE short form with some of their students. It is unclear whether the TABE testing is especially helpful for diagnostic purposes when utilizing the Master Skills curriculum and its usage may simply be an artifact of previous experiences of the teachers. The Evaluator recognized that relatively fine diagnostic distinctions (such as differentiating basic literacy level students from functional literacy level students) are not achieved with the Master Skills diagnostics.

Some of the data on the cumulative student roster does not consistently reflect the number of skills mastered by the student as shown by the skills checklist in the individual's file. There is also some use of differing forms by the teachers which provides different levels of data. It is recommended (see Recommendations) that the Program Administrator ensure that each component of the Adult Education Program is using the same forms imparting equivalent data to facilitate data compilation in future

program years. For purposes of the current evaluation, the Evaluator requested individual skills checklists from the teachers and compiled the following data from 86 files examined:

| | |
|---|---|
| Language skills acquired | 631 |
| Spelling skills acquired | 71 |
| Mathematics skills acquired | 627 |
| Critical Thinking skills acquired | 35 |
| Computer Literacy skills acquired | 13 |
| Total skills acquired from instruction | 1,377 |

Based on the foregoing, the average student (based on 110 student enrollment) acquired 12.52 skills from the classes attended. Since the average student attended 20.76 hours each, the average student acquired 0.603 skills per hour of instruction or approximately 2.41 skills per 4 hour class.

The Title V Evaluation for 1991-1992 disclosed that basic literacy and functional literacy students mastered 14.5 skills per 12 class sessions and that GED level students mastered 16.27 skills per 12 class sessions (0.302 and 0.348 skills per hour of instruction for basic/functional and GED level students respectively). These correspond to 1.21 skills per class for Basic/Functional Literacy students and 1.39 skills per class for GED level students. The Evaluator is impressed with the gain of more than one skill per class session during the current year above that of 1991-1992. Part of the gain can

be attributed to the teachers' improved familiarity and experience with the Master Skills Checklist curriculum and part may well be attributable to a somewhat improved educational status of this year's students (see Student Profile demographics). However, it appears that better file documentation probably accounts for a portion of the increase.

The Evaluator's review of the Master Skills curriculum shows that it does, indeed, present a sequenced approach to learning that is easily utilized by students. The curriculum fits well with the individualized, self-paced educational model used by the Cherokee Nation Adult Education Program. Since it is based upon discrete units of instruction even para-professionals should be able to utilize the skills checklists to monitor student progress with relative ease.

The Evaluator concludes that the checklist satisfies requirements of Objective I and, that, with additional refinement may well be utilized by other Native programs.

**Objective 2: DOCUMENTS STRATEGIES KEY TO COMMUNITY ORGANIZING WHICH ARE EFFECTIVE IN RECRUITING AND RETAINING INDIAN ADULTS IN BASIC EDUCATION CLASSES AND TESTS THOSE STRATEGIES WITH AN EVALUATION DESIGN WHICH PROVIDES FOR CONTROL GROUPS.**

The Cherokee Nation Adult Education program staff participated in workshops on community organizing which were conducted by Mr. Charlie Soap and Ms. Bertha Alsenay. Both

presenters have extensive experience in organizing activities within the Cherokee Nation of Oklahoma. Participants prepared an extensive series of potential strategies (with associated rationales) for reaching hard-to-reach segments of the Cherokee population on educational issues. At staff meetings the results were refined and the material was developed into a community organizing booklet titled Community Organizing Strategies for Recruitment and Retention which was published in August 1993.

Program staff have been pleased that many of the strategies formally employed by community organizers are similar to the strategies which program staff have intuitively used in the past. The staff believes that this correlation is due to the previous history of the Cherokee Nation Adult Education Program which has always utilized Indian teachers who are familiar with the local Indian communities.

Because Title V funding was not received for the period covered by the National Institute for Literacy program, there has been no reliable method of quantitatively comparing recruitment/retention results as envisioned in the original application. The NIL project has such a reduced number of sites and staff that the Evaluator concludes there is no useful purpose in comparing number of attendees with prior years. Instead, the Evaluator has elected to evaluate the Community Organizing manual and rely upon future

recruitment efforts to determine its efficacy. The Evaluator notes that 79 students were enrolled in classes at Sallisaw, Belfonte, Stilwell and Westville according to that year's roster. This compares with 110 students at six sites in 1992-1993. The Evaluator does note that increased enrollment would have strained staff teaching capacities and, therefore, could not have been fully implemented if it resulted in too many additional students due to limited funding in 1992-1993.

Community Organizing Strategies For Recruitment and Retention was evaluated at the NIAEA Annual Conference by thirty-eight (38) individuals--teachers (24%), administrators (50%), and other (26%). Responses were as follow:

A. Indian program content appropriate (written content)
   Very High 22% High 70% Some 8%

B. Clarity of Explanations
   Very High 26% High 63% Some 11%

C. Potential as an Aide in:
   1) Hiring new staff -
      Very High 25% High 53% Some 19% Little 3%
   2) Training new teachers -
      Very High 29% High 46% Some 20% Little 5%
   3) Setting up a new program -
      Very High 30% High 53% Some 17% Little 0%

D. Overall Rating of Materials
   Excellent 66% Good 34% Poor 0%

The survey results show that the book itself is an adequate product as is illustrated by 66% of respondents rating it as excellent. However, there appears to be a

certain amount of ambivalence as to how the suggested strategies might be employed in other Indian communities. This is understandable since "community organizing" has usually been employed within a political context rather than an educational setting and that Community Organizing was prepared using primarily the Cherokee experience.

The Evaluator's own review of Community Organizing indicates that the book establishes general principles of community organizing at the outset and then proceeds to identify key attributes which the ideal community organizer/adult educator might possess. Written in a light and breezy style, the Evaluator was able to read the book comfortably without getting bored by technical or stilted jargon. The book contains many do's and don'ts for the organizer which should be helpful, especially to those persons who don't usually try to speak to Cherokees on other tribal concerns. A useful synopsis of community organizing for purposes of recruitment, class organization, and methodology is found near the end of the book which provides a good outline that program administrators can use as a framework for staff training. The book also contains a listing of Tribal programs/offices with telephone numbers, Registration guidelines for tribal membership, eligibility guidelines for the Tribal food program, locations for Elderly nutrition meals, and a district-by-district breakdown of Tribal representatives (with map). The

listings are illustrative of needed information in such booklets. Other Tribes developing similar booklets for their own adult education program will undoubtedly need to provide information on other programs available to their own members.

The Evaluator concludes that Community Organizing Strategies For Recruitment and Retention satisfies requirements of the NIL grant and provides a useful tool for other programs to consider. It should be noted that staff of the Cherokee Nation Adult Education Program believed that they had already been employing community organizing principles on an intuitive basis in previous program years. Consequently, the workshops with Charlie Soap and Bertha Alsenay (the Cherokee community organizing experts used by the Program) served primarily to reinforce the necessity of employing organizing tactics and to distill intuitive tactics into a set of identifiable, coherent strategies. The Evaluator met with Mr. Soap during the first site visit. It was apparent from the discussion that Mr. Soap had intimate knowledge of Cherokee communities and that he considered the Adult Education Program to be one of the most effective programs at reaching Cherokees at the grassroots level.

**Objective 3: DESIGNS, PRODUCES AND FIELD TESTS MATERIALS WHICH TAKE A NEW APPROACH TO TEACHING WRITING AND ENGLISH GRAMMAR SKILLS AND WHICH ARE SPECIFICALLY DESIGNED TO INCORPORATE IDENTIFIED INDIAN LEARNING**

**STRENGTHS WITHIN THE CONTEXT OF CULTURALLY AMENABLE AND FAMILIAR CONTENT.**

As noted in discussion under Objective 1, curriculum materials have been completed and have been published. The curriculum was written to assure that the Writing and English grammar curriculum materials are compatible with Indian learning strengths. It is believed that the completed curriculum product will help fill a major void in Indian adult education, although further refinement will be necessary. Ms. Reyes and Mr. Vance have tried to make certain the materials are not only culturally compatible, but also are consistent with existing research findings in Indian education. The material has a strong visual component and emphasizes consistencies of the English language rather than exceptions to the general rule as are frequently used in the non-Indian classroom.

The material in The Write Way is organized into instructional units which breakdown sentences into grammatical segments which can be interchanged in a quasi-mathematical fashion. The material encourages student experimentation by allowing substitutions of nouns, verbs, direct objects, etc. to be readily made. The apparent mathematical precision of grammar components has greatly eased uncertainties students have previously felt about the endless variations of the English language. The material was published in August 1993.

The Write Way-Book One makes use of pictures, situations and problems which are familiar to the Cherokee student. It involves humor and makes use of visual stimuli whenever possible. The materials were developed based on research which indicated that good performance on nonverbal tests and poor performance on verbal tests was due to a predominant spatial/visual element in Native cognitive abilities and that these processes can be used to increase learning by students. See Bland, Perception and Visual Memory of School-Age Eskimos and Athabascan Indians in Alaska Villages (1970) and Guilmet, Cognitive Research Among The Eskimo: A Survey (1975). While available data is not conclusive, it certainly suggests that Native learning processes are different from those of the majority population and that learning can be enhanced if curriculum is adapted accordingly.

The 1992-1993 Adult Education Program developed The Write Way-Book One and made as much use of visual/spatial/ auditory stimuli as reasonably feasible. In the Evaluator's opinion, field testing of such material prior to publication merely suggested workable phrases, examples, sequences, etc. and that it does not provide an objective basis for rigorous control-group analysis. It is preferable that such a review, if desired, be done following a complete instruction year which utilized The Write Way-Book One in its final form.

For purposes of the current assessment, the Evaluator has reviewed The Write Way-Book One in great detail and concluded that the material represents an excellent step in providing grammar instruction to the Native student. It is sequenced, logical, and presents the problems in a straightforward easily understood manner. Some editing will be needed in future editions, but the Evaluator concludes that The Write Way-Book One satisfies Objective 3.

As part of its dissemination efforts, the Cherokee Nation Adult Education Program gave presentations on The Write Way - Book One and Community Organizing Strategies for Recruitment and Retention at the August 1993 Annual Conference of the National Indian Adult Education Association (NIAEA). The sessions were designed not only to provide other programs access to the materials but also to solicit their opinions on the materials as an aid to future revisions. Participants' Evaluation of The Write Way-Book One was quite favorable and supports the Evaluator's assessment of the book's value.

Seventeen (17) respondents provided their opinions of The Write Way - Book I. Six (35%) were teachers, seven (41%) were administrators, and four (24%) were other.

Respondents overwhelmingly recognized the necessity of such instructional materials to be available. Fourteen respondents (82%) felt it is "Important ... to have materials like those presented available in all subject

areas for Indian Adult students".

With respect to The Write Way specifically , results were as follow:

A. Indian content appropriate (written content)
Very High 47% High 47% Some 6%

B. Indian content appropriate (Illustrations)
Many 71% Some 27%

C. Potential for Errorless Discrimination
Excellent 31% Good 61% Poor 8%

D. Clarity of Explanations
Excellent 31% Good 61% Adequate 8%

E. Sufficient Practice
Very Good 47% Adequate 47% Lacking 6%

F. Probable Appeal to Cherokee Adult Education Students
Very High 50% High 38% Moderate 12%

G. Probable motivational appeal to Cherokee Adult Education Students
Very High 38% High 44% Moderate 18%

H. Layout/Design
Excellent 31% Good 61% Adequate 8%

I. Overall Rating
Excellent 71% Good 29% Poor 0%

The Evaluator has carefully reviewed the Survey results and the comments of respondents. The Survey demonstrates a high degree of satisfaction with the final product as is evidenced by the 71% (percent) who gave an "Excellent" rating to the overall product. The program should look closely at comments such as those included with this survey when the Program attempts future revisions of the book. The Evaluator was intrigued by the suggestions that computer software might be developed which would allow individual

Tribes/programs to customize The Write Way to their own communities (see Recommendations). With improved computer literacy of Tribes/programs and relatively inexpensive desktop publishing capabilities, this strategy might allow a large number of Tribes/programs to utilize the materials in an efficient manner.

**Objective 4: IDENTIFIES AND PROPOSES A METHOD OF DISSEMINATION OF PROJECT MATERIALS AND RESULTS.**

The Write Way-Book One, Community Organizing Strategies for Recruitment and Retention, and the Master Skills Check List and Diagnostic were provided to all attendees at the August 1993 Annual Conference of the National Indian Adult Education Association (NIAEA) and are being mailed to each Regional Indian Education Technical Assistance Center. Attendees at the September 1993 Oklahoma Conference commemorating the 150th anniversary of a historic 1843 meeting of Tribal Leaders had access to all 3 books. A number of other Indian programs and individuals have received copies of the books following their requests for the material. Additional copies are available upon request.

The Evaluator recommends that Adult Education staff distribute the material at the upcoming National Indian Education Association (NIEA) Conference to be held in Mobile, Alabama.

## RECOMMENDATIONS

Based upon his site visits, review of relevant program data, and discussions with both staff and students the External Evaluator presents the following recommendations to strengthen future program operations:

A. With stable funding assured for three years, the Cherokee Nation Adult Education Program should examine distribution of classroom sites and establish classes in all sectors of the Cherokee Nation.

B. The Cherokee Nation Adult Education Program should provide classroom instruction on computer use.

C. The Cherokee Nation Adult Education Program should re-establish Cherokee language classes as an integral part of the adult education curriculum.

D. The Cherokee Nation Adult Education Program should re-establish classes in cultural crafts as an integral part of the adult education curriculum.

E. The Cherokee Nation Adult Education Program should establish a procedure to ensure periodic teacher-student reviews of student progress to enhance student motivation.

F. The Cherokee Nation Adult Education Program should hold a workshop of all staff to ensure that all forms are consistent among teachers, that documentation and use of the Master Skills Check Lists are consistent among teachers, and that diagnostic tests used by teachers be done consistently.

G. The Cherokee Nation Adult Education Program should ensure that teachers consistently document all student referrals to other agencies (both Cherokee and non-Cherokee).

H. The Cherokee Nation Adult Education Program should explore feasibility of developing computer software for The Write Way-Book One which would allow other Indian Tribes/Programs to customize the book to their individual community circumstances.

I. The Cherokee Nation Adult Education Program should distribute copies of The Write Way-Book One, Community Organizing Strategies for Recruitment and Retention, and the Master Skills Check List and Diagnostic to attendees at the 1993 NIEA Conference in Mobile, Alabama.

J. The Cherokee Nation Adult Education Program should develop a policy for teachers to conduct individual student home visits when the student has not attended a specified number of classes. The purpose should be to identify and help the student deal with any barriers to adult education participation.

## CONCLUSION

The Cherokee Nation Adult Education Program has published The Write Way-Book One, Community Organizing Strategies for Recruitment and Retention, and the Master Skills Check List and Diagnostic under its National Institute for Literacy award. The Master Skills curriculum offers an innovative means of instructing students in a sequenced progression that allows students to be positively reinforced on a continuing basis. The Write Way-Book One provides a quasi-mathematical instruction design to teach English grammar and writing that utilizes apparent Indian learning processes emphasizing a strong visual lead. Community Organizing provides a useful approach to adult education recruitment and retention using community organizing principles. Each book addresses key areas where existing resources are scarce or non-existent. Each of the books is written in a form which other Tribes/programs may

wish to adapt to their own particular services.

The Evaluator concludes that the Cherokee Nation Adult Education Program has satisfied its objectives under the National Institute for Literacy award and provides useful tools on "How to Reach and Teach Educationally and Economically Disadvantaged Adults". The Program is commended for its publishing initiatives and is urged to further refine the material based on results of its 1993-1994 Title V Program.